



Five Stages in a Professional Educator's Development

The Hoenny Center for Research and Development in Teaching

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Stage One – Pre-awareness: Intuitive, imitative (usually elem. school)

What teachers and parents can do:

- Build good peer tutoring techniques, ideas
- Assign coaching, confer w/teaching child
- Add tchg. skill info. to parent conferences
- Develop content kn. base beyond minimums

What to look for:

- "Spirals" (builds peer's achievement)
- Willingness to coach peers, discuss tchg.
- Build support for long-term development
- High aptitude in one or two subjects

Stage Two – Commitment: (usually middle and high School)

What teachers, parents, and students can do:

- Expand peer coaching, teaching across ages
- Assign routine teacher “duties”
- Deepen, expand content study in a few fields
- Multiply student's opportunities in best fields
- Plan college study w/teacher & parent input

What to look for:

- Self-motivation, POLAR+* approach
- Acceptance, efficiency, creativity
- Thoroughness, consistency, interest
- Curiosity, preparation, self-ratings
- Discernment, focus, confident choices

*P=plan, O=organize, L=lead, A=assess student learning, R=reflect/improve, +=be yourself/create something new

Stage Three – Certification: (in college or university, getting initial certificate)

What students and professors can do:

- Expand content kn., teaching opportunities
- Challenge & expand tchg. values, kn., & skills
- Get out beyond one's own major and college

What to look for:

- Mastery of content, commitment to tchg.
- Growing insight, knowledge, skill
- Expanding professional network, etc.

Stage Four – Learning to teach: Establishing a situated career

What beginning teachers can do:

- Find a mentor
- Become integrated in school's comm.
- Continue content and pedagogical study
- Expand prof. networks

What to look for:

- Self-reflection, experimentation
- Tenure; master's degree, local support
- Solid content kn. & teaching abilities
- Conf. attendance, volunteering

Stage Five – Leadership: Mentoring of people in Stages 1-4

What veteran teachers can do:

- Be an advocate for subj. field, students, peers
- Deepen professional knowledge, networks
- Accept student teachers; prep. as tchr. educator
- Master reflective practice, action research

What to look for:

- Mentoring opportunities
- Leadership opportunities
- Curiosity; critiques of alternatives
- Clear intentions; flexible strength